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ABSTRACT

Detailed descriptions of (1) evaluation of instructional objectives, (2) curriculum development, (3) staff development, (4) community/parent involvement, and (5) project management are presented in this final evaluation report. The sample for this study consisted of bilingual students in 3 groups: 80 preschool children, 2 kindergarten classes, and 1 first grade class. The project classes were compared with characteristically similar children not in a bilingual program. The instruments used to assess children's performance were the Test of English Grammar and Vocabulary, the Bettye Caldwell Cooperative Preschool Inventory Test, the Vocabulary and Concept Comprehension Test, the Cultural Esteem Index, a modification of the Children's Self-Concept Index, and the Cooperative Primary Test. Sixteen distinct objectives of the program were evaluated. Conclusions based on the evaluation were that the Spanish Dame School Project has achieved an outstanding record in teaching English and Spanish to the preschool, kindergarten, and first grade children who have participated; that the project has demonstrated its ability to equal or exceed traditional school programs in school readiness, reading and mathematics; and that the parents of participating children actively supported the project. (PS)

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Final Evaluation Report

for the

Santa Clara County Bilingual/Bicultural Education Project
(Spanish Dame School Project)
No. OE 6-0-9-140163-3473(280)

by

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and
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June, 1972

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INTRODUCTION

This final evaluation report presents the major findings of the Spanish Dame School Title VII Project based upon the evaluation performed under contract by the Center for Planning and Evaluation (CPE). The evaluation team consisted of Dr. Thomas Owens, Ms. Rebecca F. Hernández and Mr. Richard Ruiz with technical assistance from Mr. Paul Spindt. Ms. Mary Ann Carlsen and Ms. Sylvia Steadman served as typists for both the interim and final evaluation reports.

This final evaluation report will present a detailed description of: 1) evaluation of instructional objectives, 2) curriculum development, 3) staff development, 4) community/parent involvement, 5) project management, 6) conclusions, and 7) recommendations. Also included are two appendices: Results of Spanish Dame School Project Parent Interview and Results of Spanish Dame School Project Parent Questionnaire. Since the interim report contained data up to April, 1972, sections of it are repeated in this report to provide the reader with a complete picture of the Spanish Dame School Project during the 1971-72 scholastic year.

The Spanish Dame School Project office was located at San Antonio Elementary School. One kindergarten and one first grade class were located at San Antonio School while the other kindergarten class was located at Mayfair Elementary School. Both schools are in the Alum Rock Union Elementary School District. The bilingual classes included: 1) 80 three and four-year-old preschool children, 2) two kindergarten classes, and 3) one first grade class. The Project classes were compared with characteristically similar children not in a bilingual program.

The comparison classes include: 1) 30 three and four-year old preschool children, 2) one kindergarten class, and 3) one first grade class at Mayfair Elementary School. A more detailed description of the children in the Project and control groups can be found in Appendix A.

1. EVALUATION OF INSTRUCTIONAL OBJECTIVES

1.1 Description of Tests Used

Six instruments were used to assess children's performance: 1) the Test of English Grammar and Vocabulary, 2) the Bettye Caldwell Cooperative Preschool Inventory Test, 3) the Vocabulary and Concept Comprehension Test - Spanish and English versions, 4) the Cultural Esteem Index, 5) a modification of the Children's Self-Concept Index, and 6) the Cooperative Primary Test.

The Test of English Grammar and Vocabulary, developed by the Project Consultant, Lily Fillmore, consists of: 1) a 20-item English vocabulary comprehension subtest which requires the child to point to pictures or objects that the examiner names, 2) a 20-item English production subtest which requires the child to answer the examiner's question, "What is this?" when the examiner points to an object, 3) a 20-item grammar comprehension subtest which requires the child to execute a command when asked by the examiner, and 4) a 20-item grammar production subtest which requires the child to give a verbal command. Data from last year showed KR 20 reliability coefficients for each subtest ranging from .61 to .70 which is high considering that only 20 items appeared in each subtest.

The 1967 version of the Bettye Caldwell Cooperative Preschool Inventory Test was administered to both the Project and control preschool groups on a pretest and posttest basis. This version consists of 64 items and asks the child to respond to the examiner's questions.

The Vocabulary and Concept Comprehension Test, developed by Mrs. Micotti, was administered to children in the Spanish and English versions. The test is comprised of five subtests in Spanish and English. The recognition of colors subtest asks the child to name the color of the item shown by the examiner. The recognition of shapes subtest requires the child to name the shape of the geometric figure shown by the examiner. The recognition of numbers subtest consists of two subcategories: 1) requires the child to count from one to ten, and 2) requires the child to identify numbers. The picture identification subtest, consisting of three subcategories, asks the child to name: 1) common objects in the home, 2) common objects in the community, and 3) other objects. The interrogative words subtest presents a story in Spanish to a child and instructs him to select the correct interrogative form from two possible responses presented orally to him. This test showed a KR20 reliability coefficient of .96 last year.

The Cultural Esteem Index (CEI) was developed by CPE after extensive examination of the literature on "cultural awareness." All of the measures reviewed were considered either superficial or too rigid for use with the children of the Spanish Dame Project. Most instruments propose to measure only whether or not the child knows or recognizes certain artifacts; many of them cannot be readily adapted to the peculiarities of a particular project's curriculum. The CEI suggests

that the measurement of "cultural awareness" can go beyond a concern with knowledge of material culture.

The CEI consists of a series of pictures of objects taken from the curriculum of the Spanish Dame School Project. This instrument is intended to measure the following areas:

1. Knowledge: whether the child can identify the object
2. Attitude: what the feelings of the child are toward the object
3. Generalizability: whether the child recognized the object as an element of one culture or another
4. Stereotype: whether the child thinks in a stereotypic fashion about the people who use the object

As an example, the children are shown the picture of a taco and asked the following questions about it:

1. What is this? (knowledge)
2. Do you like to eat this? (attitude)
3. Do many Mexicans eat this? (generality)
4. Do only Mexicans eat this? (stereotype)

The children were asked similar questions about hamburgers, the American and Mexican flags, a sentence in English and a sentence in Spanish, and the charro dress. A stratified random sample of 15 Project and 15 control group children were administered this pilot test in May.

The Children's Self-Concept Index (CSCI) was developed by Westinghouse Learning Corporation and adapted by CPE for use as a self-concept measure in the Spanish Dame School Project. The major areas of emphasis in this

instrument are the child's self-perception with respect to peer acceptance and in the school and home environments.

The CSCI, with the mentioned revisions, consists of 29 items. Each item is composed of two sentences: one pertains to a stick figure holding a balloon, the "balloon child," and one to a stick figure holding a flag, the "flag child." Children were asked to point to the figure of the child that was like them. The following examples contain some of the revisions on the Westinghouse version:

1. The balloon child is learning a lot in school.
   The flag child isn't learning very much.
2. The balloon child likes having other children come to visit his home.
   The flag child doesn't like for other children to come to visit his home.
3. Other children think the balloon child dresses funny.
   Other children like the way the flag child dresses.

The "socially acceptable" figure appears 14 times on the left-hand side and 15 times on the right-hand side. Since the balloon child always appears on the left-hand side, one might expect this to affect the reliability of the results (e.g., a child who always pointed to the balloon child would point to the "socially desirable" figure about half the time). However, both the research done by Adkins (1970) and the results of initial pilot testing done by CPE suggest that position preference was not a problem with the children tested.

The Cooperative Primary Test, form 12A was used as a mathematics and reading test. The mathematics test, according to the CPT handbook, measures major concepts of mathematics such as number, symbolism, operation, function and relation, approximation and estimation, proof, measurement and geometry. The reading test covers vocabulary and comprehension. This test was administered in May to first grade children in the Project and control group.

1.2 Test Results

Analysis of all pre and posttests was made by test subscores for dominant English and dominant Spanish children in various age groups in the experimental and control groups. In other words, separate data were shown for English and Spanish dominant three-year old preschoolers, four-year old preschoolers, kindergarten children, and first graders. Data for children in the Spanish Dame School Project were also analyzed in terms of whether the child had participated in the Project the prior year.

1.2.1 Results of an Analysis of Variance

An analysis of variance was run on the total scores for the Caldwell Cooperative Preschool Inventory, the Vocabulary Concepts and Comprehension Test in Spanish, the Vocabulary and Concepts Comprehension Test in English, and the Test of English Grammar and Vocabulary using three factors: pre or posttest, experimental or control group, and dominant language. Only those scores were used for children who took both the pre and posttests. The posttest scores were significantly higher than the pretest scores for all groups ($p < .001$) for each test except the Cooperative Preschool Inventory. The experimental group (Spanish Dame School Project children) scored significantly higher ($p < .001$) than the

control group on each test except the Cooperative Preschool Inventory. Students' dominant language proved to show significant differences ($p < .001$) on each test except the Cooperative Preschool Inventory which was administered in the child's dominant language. Dominant Spanish-speaking children scored significantly higher on the Spanish version of the Vocabulary and Concepts Comprehension Test and lower on the two English tests. The interaction of pre and posttest with experimental or control group proved to be significant ($p < .001$ for the Tests of Vocabulary and Concept Comprehension and $p < .03$ for the Cooperative Preschool Inventory) for each test except the Test of English Grammar and Vocabulary.

Graphs showing the pre and posttest results for dominant English and dominant Spanish-speaking children in the Spanish Dame (SD) school project and control group for the four tests are shown in charts 1 to 4 on the following four pages. Data are based upon 73 SD English dominant children, 33 SD Spanish dominant children, 55 English dominant control group children and 12 Spanish dominant control group children.

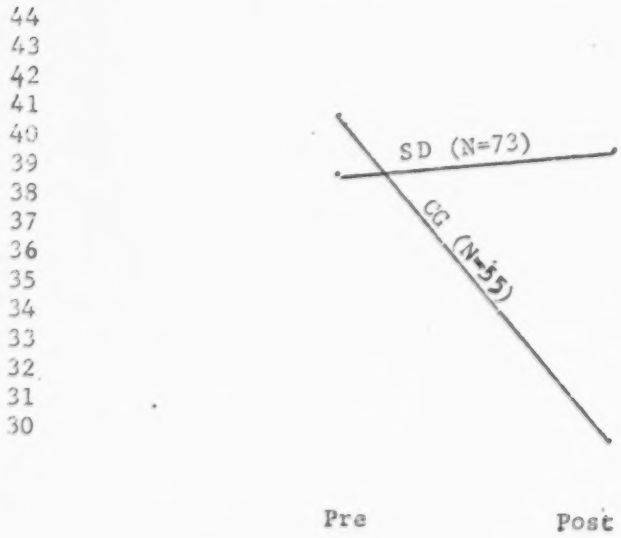
1.2.2 Results from the Caldwell Cooperative Preschool Inventory

Table 1 shows the results of the Cooperative Preschool Inventory Test for Spanish Dame Project and Control Group preschool children. English dominant three year old Project children gained 9.1 points while the three year old controls gained 8.8 points. For the second year preschool group, the English dominant children who participated the prior year in the Project averaged a gain of 25.9 points while those without prior participation gained 13.3 points. The English dominant four-year old control group gained 9.3 points.

CHART 1

COMPARISON OF SPANISH DAME (SD) PROJECT AND CONTROL GROUP (CG) CHILDREN ON THE PRE AND POSTTEST OF THE COOPERATIVE PRESCHOOL INVENTORY FOR ENGLISH DOMINANT AND SPANISH DOMINANT CHILDREN

English Dominant



Spanish Dominant

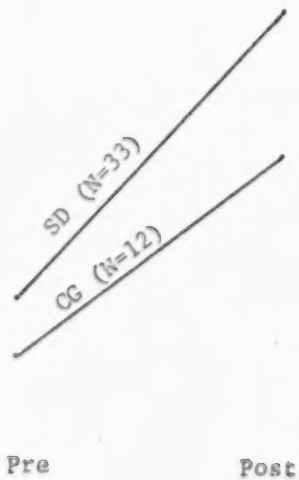


CHART 2

COMPARISON OF SPANISH DAME (SD) PROJECT AND CONTROL GROUP (CG) CHILDREN ON THE PRE AND POSTTEST OF THE VOCABULARY AND CONCEPT COMPREHENSION TEST IN SPANISH FOR ENGLISH DOMINANT AND SPANISH DOMINANT CHILDREN

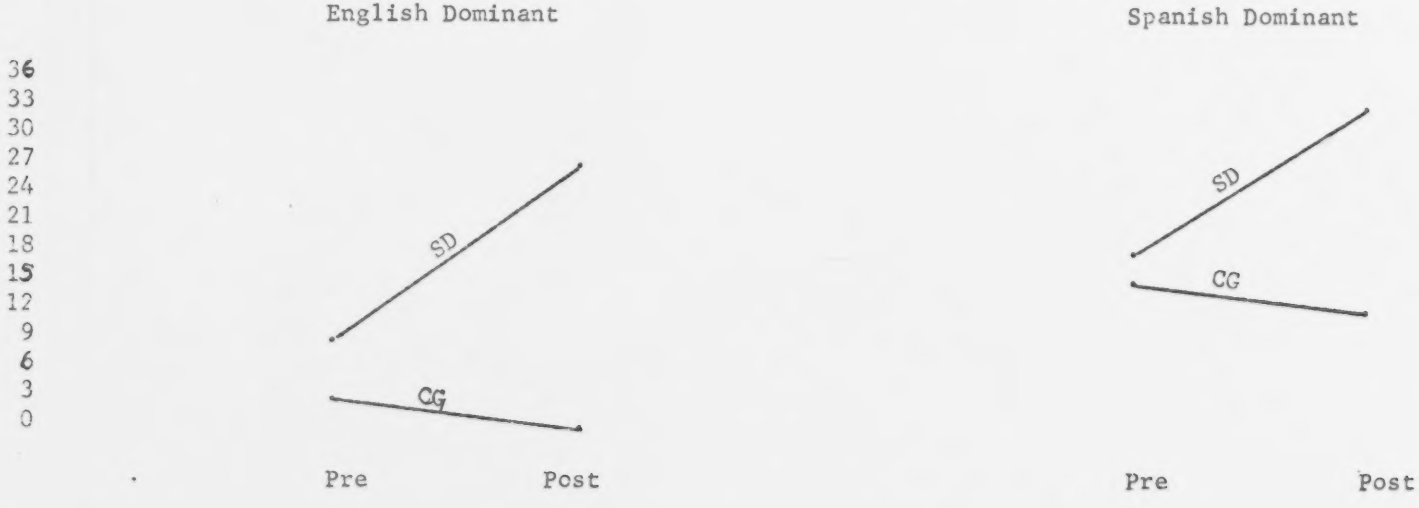
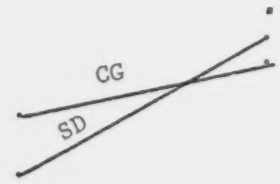


CHART 3

COMPARISON OF SPANISH DAME (SD) PROJECT AND CONTROL GROUP (CG) CHILDREN ON THE PRE AND POSTTEST OF THE VOCABULARY AND CONCEPT COMPREHENSION TEST IN ENGLISH FOR ENGLISH DOMINANT AND SPANISH DOMINANT CHILDREN

English Dominant



Spanish Dominant

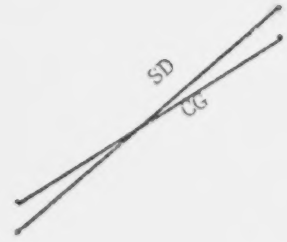


CHART 4

COMPARISON OF SPANISH DAME (SD) PROJECT AND CONTROL GROUP (CG) CHILDREN ON THE PRE AND POSTTEST OF THE TEST OF ENGLISH GRAMMAR AND VOCABULARY FOR ENGLISH DOMINANT AND SPANISH DOMINANT CHILDREN

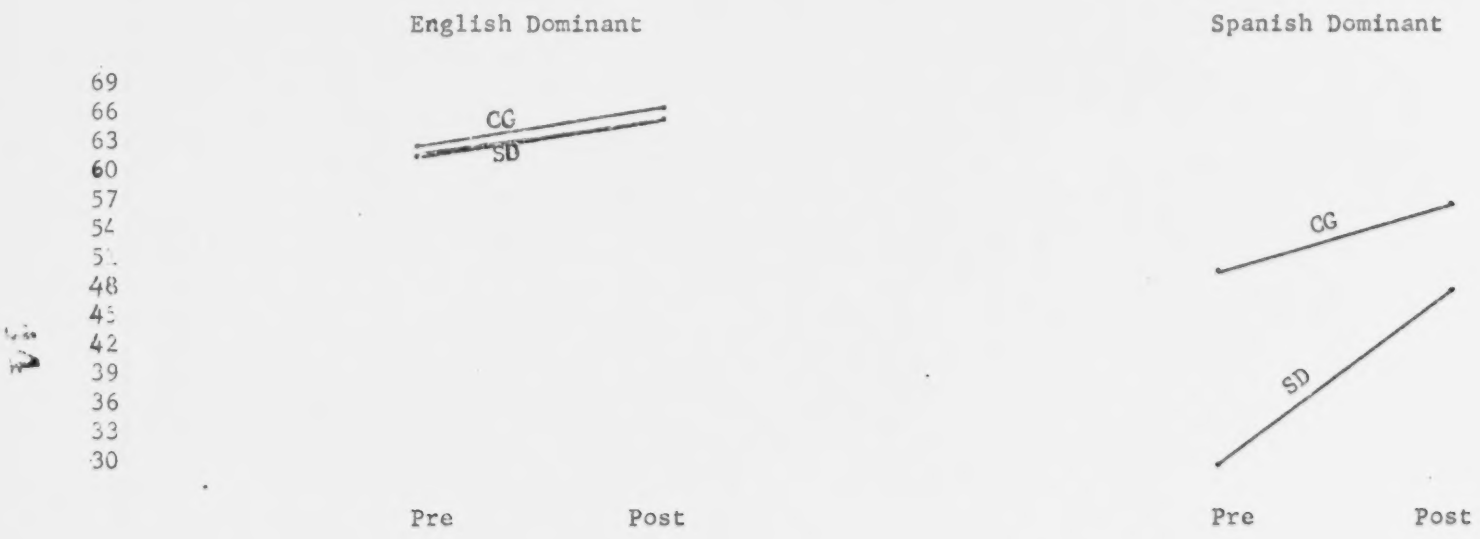


TABLE 1

PRE AND POSTTEST RESULTS ON THE COOPERATIVE PRESCHOOL INVENTORY FOR SPANISH DAME PROJECT AND CONTROL GROUP CHILDREN

	Dom. Lang.	N		Part I 26 possible M	Part I SD	Part II 21 possible M	Part II SD	Part III 19 possible M	Part III SD	Part IV 19 possible M	Part IV SD	Total 85 possible M	Total SD
SD 1st year preschool	E	14	Pre	11.36	8.04	7.36	5.33	10.36	11.21	9.29	6.65	33.93	25.57
		14	Post	15.43	6.50	9.79	3.95	11.64	10.51	10.64	4.70	43.07	20.54
			Gain	4.07		2.43		1.28		1.35		9.14	
	S	17	Pre	7.88	6.18	4.47	4.57	3.77	4.16	4.41	4.14	20.59	17.60
		13	Post	15.46	5.30	10.15	4.30	9.84	4.24	11.77	5.57	47.23	17.86
			Gain	7.58		5.68		6.07		7.36		26.64	
SD 2nd year preschool with exp.	E	5	Pre	17.00	3.67	6.40	3.05	7.20	5.76	11.20	6.42	41.80	17.46
		3	Post	22.33	2.89	13.00	3.00	14.33	2.08	18.00	1.73	67.67	7.10
			Gain	5.33		6.60		7.13		6.80		25.87	
	S	9	Pre	13.44	4.75	4.78	2.77	6.33	4.12	11.22	2.44	35.78	10.80
		5	Post	17.40	2.07	10.20	5.68	10.20	3.56	13.80	4.15	53.60	11.76
			Gain	3.96		5.42		3.87		2.58		17.82	
SD 2nd year preschool w/o exp.	E	9	Pre	13.11	6.47	6.89	4.70	6.11	3.37	8.33	4.92	34.44	18.26
		9	Post	15.89	6.85	10.00	5.20	9.44	4.90	12.44	6.39	47.78	21.91
			Gain	2.78		3.11		3.33		4.11		13.34	
	S	9	Pre	15.33	4.21	8.56	3.28	7.11	1.90	8.78	2.39	39.89	9.43
		8	Post	17.00	2.45	11.13	4.02	9.63	2.97	15.13	3.72	52.88	10.93
			Gain	1.67		2.57		2.52		6.35		12.99	
Control 3 year olds	E	4	Pre									25.00	16.04
		9	Post	13.89	6.45	6.22	4.79	7.67	5.39	6.00	6.67	33.78	22.28
			Gain									8.78	
	S	7	Pre	11.57	3.51	1.71	1.50	4.43	4.08	3.71	3.35	21.43	9.22
		5	Post	11.20	4.09	4.20	2.59	5.00	1.00	1.20	1.64	26.00	14.02
			Gain	-0.37		2.49		0.57		-2.51		4.57	

TABLE 1

PRE AND POSTTEST RESULTS ON THE COOPERATIVE PRESCHOOL INVENTORY
FOR SPANISH DAME PROJECT AND CONTROL GROUP CHILDREN
(Cont'd)

	Dom. Lang.	N		Part I 26 possible M	Part I SD	Part II 21 possible M	Part II SD	Part III 19 possible M	Part III SD	Part IV 19 possible M	Part IV SD	Total 85 possible M	Total SD
Control 4 year olds		7	Pre	16.86	4.53	6.86	4.26	7.43	3.74	7.14	3.85	38.29	11.21
	E	9	Post	14.56	6.27	8.22	5.24	7.44	4.07	10.67	6.00	40.89	19.25
			Gain	-2.30		1.36		.01		3.53		2.60	
		4	Pre	*								52.77	
	S	4	Post	18.50	3.70	10.75	1.50	10.50	4.80	13.00	6.98	52.75	12.84
			Gain									-.02	

*Only total scores were recorded.

The Spanish dominant Spanish Dame three-year old children gained 26.6 points while their control group gained only 4.6 points. For the Spanish Dame second year preschool group, the Spanish dominant children in the Project for the second year gained 17.8 points; those in the Project for the first time gained 13 points and the control group lost .02 points.

1.2.3 Results from the Vocabulary and Concepts Comprehension Test -- Spanish

Results of the Vocabulary and Concepts Comprehension Test administered in Spanish are shown in Table 2 for the Spanish Dame School Project children and in Table 3 for the control group children. The three-year old Spanish Dame dominant English-speaking children made a gain of 21.0 points over the year on this test while the dominant Spanish-speaking children made a gain of 17.6 points. This reflects very positively with the gain made by the Spanish Dame three-year old children last year where the English and Spanish children together averaged a gain of 13.2 points. In comparison, the three-year old control group this year gained only 3.2 points for the dominant English-speaking children while the dominant Spanish-speaking control group dropped -.3 points. Last year the three-year old control group dropped 2.3 points.

The four-year old Spanish Dame second year preschool curriculum group also made outstanding progress on this test over the year. The Spanish Dame English dominant children who had also participated last year in the Spanish Dame Project averaged a gain of 27.7 points while the English dominant children in the Project for the first year averaged

a gain of 23.4 points. This compares quite favorably to the gain of 12.1 points made by four-year old English and Spanish dominant children in the second year preschool curriculum last year and the drop of 1.4 points by this year's four-year old control group. Last year's four-year old control group gained only 5.3 points on this same test. The dominant Spanish-speaking children in the second year Spanish Dame curriculum also performed well. Those with prior experience in the Project gained 8.1 points while those without prior experience gained 17.1 points. This compares with a loss of .75 points made by the Spanish-dominant control group.

At the kindergarten level, the English dominant children with prior experience in the Project gained 9.4 points while those without prior experience gained 14.7 points. Both groups compared favorably with the gain experienced by the Spanish Dame kindergarten children last year which was 4.3. Last year's data, however, contained both English and Spanish dominant children. This year the dominant English control group dropped an average of 1.65 points over the course of the year. However, last year's control group gained only 2.0 points. The Spanish dominant kindergarten children who also participated in the Project last year gained 10.5 points while those participating in the Project for the first time gained 8.7 points. Control group children dropped .67 points.

First grade English dominant Spanish Dame children with prior participation in the Project gained 22.4 points while those in the Project for the first time gained 19.5 points. Control group children gained 19.3 points. No first grade Spanish dominant children were recorded as having had prior participation in the Project. Those without prior participation gained 19.7 points.

TABLE 2

PRE AND POSTTEST RESULTS ON THE VOCABULARY AND CONCEPTS COMPREHENSION TEST (SPANISH) FOR SPANISH DAME PROJECT CHILDREN

	Dom. Lang.	N		Colors 7 possible M	Colors 7 possible SD	Shapes 6 possible M	Shapes 6 possible SD	Numbers 10 possible M	Numbers 10 possible SD	No. Ident. 6 possible M	No. Ident. 6 possible SD	Pictures 11 possible M	Pictures 11 possible SD	Interrog. 3 possible M	Interrog. 3 possible SD	Total 43 possible M	Total 43 possible SD
SD 1st year preschool	E	17	Pre	.59	.80	.06	.24	1.41	2.09	0.24	0.44	0.47	1.18	0.0	0.0	2.77	2.97
		14	Post	5.29	2.16	3.29	1.33	6.93	2.24	4.93	.92	3.07	3.65	.28	.47	23.57	7.69
			Gain	4.70		3.23		5.52		4.69		2.60		.28	.47	21.00	
	S	17	Pre	1.29	1.53	0.71	1.53	2.47	2.79	1.82	1.67	6.88	2.69	0.53	0.94	13.53	6.61
		13	Post	5.39	2.54	4.46	1.98	6.69	2.93	4.15	2.50	9.54	1.51	.85	1.14	31.08	8.52
			Gain	4.57		3.75		4.22		2.33		2.66		.32		17.55	
SD 2nd year preschool with exp.	E	5	Pre	2.80	3.42	2.40	2.51	3.20	4.38	1.20	1.64	2.00	4.47	0.40	0.90	12.00	15.76
		3	Post	7.00	0.0	5.33	1.16	10.00	0.0	6.00	0.0	9.33	1.53	2.00	1.00	39.67	3.22
			Gain	4.20		2.93		6.80		4.80		7.33		1.60		27.67	
	S	9	Pre	3.78	2.28	0.78	1.09	4.89	3.98	1.89	1.54	5.89	2.93	0.78	1.09	16.89	10.09
		5	Post	5.00	3.08	4.00	2.55	6.20	5.22	3.80	3.03	5.00	3.16	1.00	1.00	25.00	17.51
			Gain	1.22		3.22		1.31		1.91		-.89		.32	-.09	8.11	
SD 2nd year preschool w/o exp.	E	9	Pre	1.56	2.19	0.22	0.44	1.00	2.35	0.44	0.73	1.44	3.61	0.11	0.33	4.78	8.36
			Post	5.33	2.40	3.44	2.40	9.00	2.00	5.11	2.03	4.56	3.64	.67	1.12	28.11	8.90
			Gain	3.77		3.22		8.00		4.67		3.12		.56		23.43	
	S	9	Pre	2.44	2.51	1.33	1.66	3.56	4.04	2.89	2.09	8.22	3.35	1.33	1.00	20.11	9.16
		8	Post	6.50	1.41	5.50	1.07	9.25	2.12	5.75	0.71	8.63	1.06	1.63	1.51	37.25	5.73
			Gain	4.06		4.17		5.69		2.86		.41		.30		17.14	
SD K with exp.	E	5	Pre	5.20	2.17	1.20	1.10	9.60	0.55	5.40	0.89	6.40	4.10	1.80	1.10	27.80	8.53
		6	Post	6.67	0.52	3.67	2.25	10.00	0.0	6.00	0.0	8.33	4.23	2.50	1.23	37.17	7.47
			Gain	1.47		2.47		.40		.60		1.93		1.70		9.37	
	S	4	Pre	5.25	3.50	0.50	0.58	6.25	4.79	3.50	3.00	7.25	4.99	0.75	0.96	23.50	16.34
		1	Post	7.00	0.0	2.00	0.0	8.00	0.0	6.00	0.0	9.00	0.0	2.00	0.0	34.00	0.0
			Gain	1.75		1.50		1.75		2.50		1.75		1.25		10.50	
SD K w/o exp.	E	32	Pre	0.44	0.98	0.0	0.0	6.78	15.56	0.72	1.53	0.59	1.76	0.0	0.0	8.47	14.09
		30	Post	3.97	2.76	1.97	2.25	8.80	3.08	5.17	1.88	2.80	3.45	0.53	1.07	23.13	10.59
			Gain	3.53		1.97		2.02		4.45		2.21		.53		14.66	
	S	5	Pre	3.60	2.79	0.80	0.84	7.20	3.35	3.20	1.30	6.40	3.36	1.00	1.00	24.00	7.91
		3	Post	6.67	0.57	3.00	1.00	9.67	0.58	6.00	0.0	8.67	4.04	2.67	0.58	36.67	5.86
			Gain	3.07		2.20		2.47		2.80		2.27		1.67		8.67	

TABLE 2

PRE AND POSTTEST RESULTS ON THE VOCABULARY AND CONCEPTS COMPREHENSION TEST (SPANISH) FOR SPANISH DAME PROJECT CHILDREN
(Cont'd.)

	Dom. Lang.	N		Colors 7 possible M	Colors 7 possible SD	Shapes 6 possible M	Shapes 6 possible SD	Numbers 10 possible M	Numbers 10 possible SD	No. Ident. 6 possible M	No. Ident. 6 possible SD	Pictures 11 possible M	Pictures 11 possible SD	Interrog 3 possible M	Interrog 3 possible SD	Total 43 possible M	Total 43 possible SD
SD 1st grade with exp.	E	7	Pre	1.29	1.98	0.29	0.49	2.71	4.07	1.43	2.30	3.86	3.67	1.43	1.40	11.00	11.58
		5	Post	5.20	2.39	2.40	1.52	10.00	0.00	6.00	0.00	7.40	4.56	2.40	1.34	33.40	9.42
			Gain	4.09		2.11		7.29		4.57		3.54		.97		22.40	
SD 1st grade w/o exp.	E	15	Pre	1.80	2.18	0.07	0.26	2.00	3.59	1.53	2.30	2.07	3.28	0.07	1.36	8.33	9.25
		12	Post	3.67	3.20	1.75	1.96	9.33	2.31	5.58	1.17	5.58	4.91	1.92	1.44	27.83	12.56
			Gain	1.87		1.68		7.33		4.05		3.51		1.85		19.50	
	S	6	Pre	2.50	2.56	0.33	0.52	2.50	2.59	3.33	2.25	7.17	3.92	1.67	1.51	17.50	10.06
		5	Post	6.40	0.89	4.00	1.23	10.00	0.00	6.00	0.00	8.40	4.78	2.40	0.89	37.20	7.46
			Gain	3.90		3.67		7.50		2.67		1.23		1.73		19.70	

TABLE 3

PRE AND POSTTEST RESULTS ON THE VOCABULARY AND CONCEPTS COMPREHENSION TEST (SPANISH) FOR CONTROL GROUP CHILDREN

	Dom. Lang.	N		Colors 7 possible M	Colors 7 possible SD	Shapes 6 possible M	Shapes 6 possible SD	Numbers 10 possible M	Numbers 10 possible SD	No. Ident. 6 possible M	No. Ident. 6 possible SD	Pictures 11 possible M	Pictures 11 possible SD	Interrog. 3 possible M	Interrog. 3 possible SD	Total 43 possible M	Total 43 possible SD
Control 3 year olds	E	7	Pre	0.00	0.00	0.00	0.00	0.14	0.38	0.14	0.38	0.29	0.76	0.00	0.00	0.57	0.98
		9	Post	0.22	0.67	0.00	0.00	1.11	2.42	0.89	2.03	1.33	2.65	0.22	0.44	3.78	7.33
			Gain	.22		0.00		.97		.75		1.04		.22		3.21	
	S	7	Pre	2.00	2.38	1.00	1.53	4.71	3.64	3.14	2.73	4.71	2.69	0.86	0.90	17.29	9.88
		5	Post	2.80	1.92	0.00	0.00	4.60	3.36	3.40	2.19	4.20	3.03	0.40	0.55	17.00	10.58
			Gain	.80		-1.00		-.11		.26		-.51		-.46		-.29	
Control 4 year olds	E	7	Pre	0.00	0.00	0.29	0.76	0.71	1.90	0.43	1.13	0.00	0.00	0.00	0.00	1.43	2.99
		9	Post	2.89	2.76	.44	1.01	5.56	3.75	4.11	2.52	4.33	3.28	1.11	1.05	18.44	11.66
			Gain	2.89		.15		4.85		3.68		4.33		1.11		17.01	
	S	4	Pre	4.25	2.47	2.50	1.76	9.00	2.18	5.75	1.10	9.00	2.37	1.00	.84	31.50	11.19
			Post	4.50	3.00	3.50	2.52	7.50	2.89	5.00	1.16	8.50	2.89	1.75	.96	30.75	12.01
			Gain	.25		1.00		-1.50		-.75		-.50		.75		-.75	
Control K	E	7	Pre	0.43	1.13	0.00	0.00	1.43	2.70	0.14	0.38	0.00	0.00	0.00	0.00	2.00	3.42
		9	Post	0.00	0.00	0.00	0.00	.30	.16	0.00	0.00	0.00	0.00	.05	0.32	0.35	.18
			Gain	-.43		0.00		-1.13		- .14		0.00		.05		-1.65	
	S	8	Pre	0.04	0.20	0.00	0.00	0.21	0.83	0.00	0.00	0.25	1.03	0.17	0.64	0.67	2.16
			Post	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
			Gain	-.04				-.21					-1.03			-.67	
Control 1st grade	E	8	Pre	0.00	0.00	0.00	0.00	0.50	1.41	0.00	0.00	0.00	0.00	0.00	0.00	0.50	1.41
		6	Post	2.67	2.66	0.67	1.21	6.00	3.41	4.67	2.34	4.83	3.37	1.00	1.10	19.83	11.36
			Gain	2.67		.67		5.50		4.67		4.83		1.00		19.33	
	S	8	Pre	0.00	0.00	0.00	0.50	1.41	0.00	0.00	0.00	0.00	0.00	0.00	0.00	.50	1.41
		3	Post	3.67	3.06	3.33	3.06	6.67	2.89	4.67	1.16	7.67	2.89	2.00	1.00	28.00	13.08
			Gain														

1.2.4 Results from the Vocabulary and Concepts Comprehension Test-- English

Tables 4 and 5 shows the results of the Vocabulary and Concepts Comprehension Test, English version. The three-year old Spanish Dame dominant English-speaking children made a gain 13.8 points while the respective control group gained 7.1 points. The Project's three-year old Spanish-speaking children made a gain of 18.9 points compared with an 15.6 gain made by their control group.

The English dominant four-year olds in the second year preschool curriculum without prior experience in the Project gained 18.6 points while those with prior experience gained 15.2 points. The control group made a gain of 13.9 points. The Spanish dominant four-year olds in the second year curriculum without prior experience gained 30.9 points while those with prior experience gained 25.4 points and the control group gained 17.8 points.

The kindergarten Spanish Dame children who were dominant English and without prior experience gained 10.1 points, those with prior experience in the Project gained 9.8 points, and the control group gained 6.1 points. The Spanish dominant Project kindergarteners without prior experience gained 20.2 points, those with prior experience gained 13.3 points, and the control group gained 10.1 points.

The first grade Spanish Dame children who were dominant English and without prior experience gained 17.6 points and the control group dropped 8.4 points. The dominant Spanish children in the Project for the first year gained 25.9 points as compared with the control group who dropped 11.5 points.

TABLE 4

PRE AND POSTTEST RESULTS ON THE VOCABULARY AND CONCEPTS COMPREHENSION TEST (ENGLISH) FOR SPANISH DAME PROJECT CHILDREN

	Dom. Lang.	N		Colors 7 possible M	Colors 7 possible SD	Shapes 6 possible M	Shapes 6 possible SD	Numbers 10 possible M	Numbers 10 possible SD	No. Ident. 6 possible M	No. Ident. 6 possible SD	Pictures 11 possible M	Pictures 11 possible SD	Interrog. 3 possible M	Interrog. 3 possible SD	Total 43 possible M	Total 43 possible SD
SD 1st year preschool	E	17	Pre	0.82	1.13	0.82	1.13	4.06	3.78	2.00	2.00	10.35	13.13	0.71	1.11	15.35	9.67
		14	Post	4.21	2.78	3.29	2.09	7.29	3.71	4.36	2.13	9.21	2.19	1.14	1.10	29.14	10.99
			Gain	3.39		2.47		3.23		2.36		-1.14		0.43		13.79	
	S	13	Pre	0.65	1.62	0.0	0.0	1.47	3.20	0.47	1.18	0.77	1.52	0.12	0.49	3.12	4.78
			Post	3.85	2.54	2.31	2.06	5.77	3.56	3.77	2.20	5.85	3.56	0.31	0.63	22.00	11.32
			Gain	3.20		2.31		4.30		3.30		5.08		0.19		18.88	
SD 2nd year preschool with exp.	E	5	Pre	4.00	3.31	2.40	2.07	7.20	3.42	2.60	2.41	8.80	1.30	2.00	1.41	26.80	8.59
		3	Post	7.00	0.0	6.00	0.0	10.00	0.0	6.00	0.0	11.00	0.0	2.00	1.00	42.00	1.00
			Gain	3.00		3.60		2.80		3.40		2.20		0.0		15.20	
	S	9	Pre	0.44	1.01	0.11	0.33	1.22	1.92	0.33	0.71	2.12	1.17	0.33	1.00	4.56	4.04
		5	Post	5.40	2.61	4.00	2.74	6.60	4.22	4.40	2.19	8.80	1.92	1.00	1.00	30.00	13.69
			Gain	4.96		3.89		5.38		4.07		6.68		0.67		25.44	
SD 2nd year preschool w/o exp.	E	9	Pre	2.44	2.74	1.89	2.32	2.33	3.20	2.11	1.62	8.11	3.26	1.22	1.30	18.00	8.46
		9	Post	6.33	1.12	4.78	2.11	9.56	1.33	5.11	2.03	9.33	2.65	1.44	1.24	36.56	7.42
			Gain	3.89		2.89		7.23		3.00		1.22		0.22		18.56	
	S	9	Pre	0.11	0.33	0.11	0.33	0.11	2.26	0.44	1.01	0.22	0.67	0.33	0.71	2.33	3.87
		8	Post	6.38	1.19	5.25	1.17	8.38	3.11	5.38	1.41	6.75	3.66	1.00	1.31	33.25	7.32
			Gain	6.27		5.14		8.27		4.94		6.53		0.67		30.92	
SD K with exp.	E	5	Pre	5.60	1.67	2.20	2.05	10.00	0.00	5.40	0.89	7.80	2.68	1.40	1.51	32.40	6.07
		6	Post	7.00	0.0	5.33	0.82	10.00	0.0	6.00	0.0	10.83	0.41	3.00	0.0	42.17	0.75
			Gain	1.40		3.13		0.0		0.60		3.03		1.60		9.77	
	S	4	Pre	4.00	3.16	1.25	1.50	7.25	4.86	3.25	2.75	6.25	4.50	0.75	0.96	22.75	15.82
		1	Post	6.00	0.0	4.00	0.0	10.08	0.0	6.00	0.0	9.00	0.0	1.00	0.0	36.00	0.0
			Gain	2.00		2.75		2.75		2.75		2.75		0.25		13.25	

TABLE 4

PRE AND POSTTEST RESULTS ON THE VOCABULARY AND CONCEPTS COMPREHENSION TEST (ENGLISH) FOR SPANISH DAME PROJECT CHILDREN
(Cont'd.)

	Dom. Lang.	N		Colors 7 possible M	Colors 7 possible SD	Shapes 6 possible M	Shapes 6 possible SD	Numbers 10 possible M	Numbers 10 possible SD	No. Ident. 6 possible M	No. Ident. 6 possible SD	Pictures 11 possible M	Pictures 11 possible SD	Interrog. 3 possible M	Interrog. 3 possible SD	Total 43 possible M	Total 43 possible SD
SD K w/o exp.		32	Pre	4.06	2.96	1.59	1.52	6.94	4.38	3.47	2.55	6.94	4.69	1.19	1.26	25.63	17.31
	E	30	Post	6.23	1.96	4.33	1.69	8.97	3.05	5.50	1.59	10.17	2.78	2.50	0.97	37.77	10.77
			Gain	2.17		2.74		2.03		2.03		3.23		1.31		10.14	
		5	Pre	1.20	1.30	0.80	1.30	8.40	1.67	2.60	2.41	3.80	3.96	1.00	1.23	17.80	10.62
	S	3	Post	7.00	0.0	4.00	2.00	10.00	0.0	6.00	0.0	9.00	3.46	2.00	1.73	38.00	7.00
			Gain	5.80		3.20		1.60		3.40		5.20		1.00		20.20	
SD 1st grade with exp.		7	Pre	3.86	2.73	2.71	1.60	2.29	3.40	3.43	2.64	6.86	3.67	2.42	1.13	21.57	10.47
	E	5	Post	7.00	0.0	5.20	0.84	10.00	0.0	6.00	0.0	11.00	0.0	3.00	0.0	42.20	0.84
			Gain	3.14		2.49		7.71		2.57		4.14		0.57		20.63	
SD 1st grade w/o exp.		15	Pre	3.27	2.82	3.07	1.53	2.53	3.16	3.13	2.00	11.73	14.09	2.40	0.91	24.00	10.41
	E	12	Post	7.00	0.0	4.58	1.00	10.00	0.0	6.00	0.0	11.00	0.0	3.00	0.00	41.58	0.29
			Gain	3.73		1.51		7.47		2.87		-.73		0.60		17.58	
		6	Pre	1.00	0.0	2.00	2.00	1.17	0.41	4.00	2.37	4.00	3.10	2.17	1.17	14.50	5.99
	S	5	Post	7.00	0.0	4.80	1.64	10.00	0.0	6.00	0.0	10.20	1.30	2.40	0.89	40.40	3.65
			Gain	6.00		2.80		8.83		2.00		6.20		0.23		25.90	

TABLE 5

PRE AND POSTTEST RESULTS ON THE VOCABULARY AND CONCEPTS COMPREHENSION TEST (ENGLISH) FOR CONTROL GROUP CHILDREN

	Dom. Lang.	N		Colors 7 possible M	Colors 7 possible SD	Shapes 6 possible M	Shapes 6 possible SD	Numbers 10 possible M	Numbers 10 possible SD	No. Ident 6 possible M	No. Ident 6 possible SD	Pictures 11 possible M	Pictures 11 possible SD	3 possible M	3 possible SD	Total 43 possible M	Total 43 possible SD
Control 3 year olds	E	7	Pre	1.57	2.51	0.71	1.25	3.86	3.08	3.00	1.73	6.14	2.91	1.43	0.79	16.72	9.98
		9	Post	4.00	2.35	1.00	2.00	6.44	2.88	3.78	2.05	7.78	1.99	0.78	0.97	23.78	8.27
			Gain	2.43		0.29		2.58		0.78		1.64		-0.65		7.06	
	S	7	Pre	0.00	0.00	0.00	0.00	0.14	0.38	0.00	0.00	1.29	2.22	0.00	0.00	1.43	2.15
		5	Post	1.60	2.30	0.00	0.00	4.80	2.95	3.80	2.39	5.60	3.36	0.02	0.45	17.00	9.77
			Gain	1.60		0.00		4.66		3.80		4.31		0.02		15.57	
Control 4 year olds	E	7	Pre	4.43	2.64	1.71	1.50	6.86	3.93	4.29	2.43	7.14	3.44	1.14	0.90	25.57	10.71
		23	Post	6.70	1.46	4.09	1.16	9.57	2.09	5.74	1.25	10.52	2.29	2.78	0.74	39.44	8.64
			Gain	2.27		2.38		2.71		1.45		3.38		1.64		13.87	
	S	8	Pre	3.00	3.46	1.63	1.60	6.75	3.66	4.63	2.07	6.25	4.20	.88	..84	23.88	13.60
		3	Post	7.00	0.00	4.67	0.58	10.00	0.00	6.00	0.00	11.00	0.00	3.00	0.00	41.67	0.58
			Gain	4.00		3.04		3.25		1.37		4.75		2.12		17.79	
Control K	E	7	Pre	5.57	2.57	2.86	1.07	9.57	0.79	5.29	0.95	10.71	0.76	1.00	0.82	36.00	2.83
		18	Post	7.00	0.00	5.17	0.62	10.00	0.00	6.00	0.00	10.89	0.32	3.00	0.00	42.06	0.64
			Gain	1.43		2.31		0.43		0.71		0.18		2.00		6.06	
	S	24	Pre	5.54	2.25	2.83	1.31	8.71	3.33	5.04	1.92	8.75	3.05	1.00	.98	31.88	11.26
		1	Post	7.00	0.00	5.00	0.00	10.00	0.00	6.00	0.00	11.00	0.00	3.00	0.00	42.00	0.00
			Gain	1.46		2.17		1.29		.96		2.25		2.00		10.12	
Control 1st Grade	E	8	Pre	5.38	2.62	3.88	0.99	10.00	0.00	6.00	0.00	9.75	1.58	1.75	1.04	37.38	3.20
		6	Post	5.17	2.23	1.00	1.27	9.00	2.45	4.67	2.42	8.67	1.51	1.67	1.21	29.00	7.93
			Gain	.21		2.88		-1.00		1.33		1.08		-0.80		-8.38	
	S	19	Pre	6.79	.54	3.53	1.54	10.26	2.54	5.95	.23	9.53	1.26	1.74	.87	37.21	2.86
		3	Post	4.33	3.06	4.00	3.46	5.00	5.00	3.67	3.22	7.00	6.08	1.67	1.53	25.67	21.94
			Gain	-2.46		.47		-4.74		-2.28		-2.53		-.07		-11.54	

Both the dominant English and dominant Spanish children in the Project made progress that exceeded that of the control groups. No consistent pattern existed between those children new to the Spanish Dame Project this year and those who also participated the prior year.

1.2.5 Results from the Test of English Grammar and Vocabulary

Although the Test of English Grammar and Vocabulary was administered at all four age levels, it was learned by the evaluator at the end of the year that the ESL program upon which it was based was used only in the preschool curriculum and not for the inschool curriculum. The DISTAR language skills and reading program was used instead at the K-1 level. For this reason, the results of this test are only directly applicable at the preschool level in terms of curriculum validity. For this reason, this test will not be used for the inschool children next year.

Tables 6 and 7 show the results from the Test of English Grammar and Vocabulary. The three-year old Spanish Dame dominant English-speaking children made a gain of 11.4 points while the respective control group gained 13.0 points. The Project's three-year old Spanish-speaking children made a gain of 9.0 points compared with an 8.1 gain by their control group.

The English dominant four-year olds in the second year preschool curriculum without prior experience in the Project dropped 3 points, those with prior experience gained 12.0 points, and the control group gained 5.0 points. The Spanish dominant four-year olds in the second year curriculum without prior experience gained 24.1 points, those with prior experience gained 25.8 points, and the control group gained 8.25 points.

TABLE 6

PRE AND POSTTEST RESULTS ON THE
TEST OF ENGLISH GRAMMAR AND VOCABULARY
FOR PROJECT CHILDREN

	Dom. Lang.	N		Part I 20 possible M	Part I 20 possible SD	Part II 20 possible M	Part II 20 possible SD	Part III 20 possible M	Part III 20 possible SD	Part IV 20 possible M	Part IV 20 possible SD	Total 80 possible M	Total 80 possible SD
SD 1st year preschool	E	17	Pre	10.88	6.40	9.47	6.40	11.82	7.53	9.29	7.07	41.47	26.14
		14	Post	14.42	5.10	15.07	5.15	15.43	6.69	11.14	5.52	52.87	24.89
			Gain	3.54		5.60		3.61		1.85		11.40	
	S	17	Pre	5.77	6.10	5.59	6.36	7.59	8.01	5.41	6.10	24.94	25.92
		13	Post	7.77	4.82	8.15	4.56	12.69	6.05	5.31	4.29	33.92	18.00
			Gain	2.00		2.56		5.10		-.10		8.98	
SD 2nd year preschool with exp.	E	5	Pre	15.20	2.17	15.20	2.78	17.40	1.40	14.20	4.15	62.00	9.49
		3	Post	17.67	0.58	19.67	0.58	19.00	1.73	17.00	0.00	74.00	0.00
			Gain	2.47		4.47		1.60		2.80		12.00	
	S	9	Pre	8.56	5.27	4.67	4.39	8.67	7.07	4.22	5.50	26.22	19.27
		5	Post	13.20	7.53	13.20	8.11	13.60	8.14	12.00	7.35	52.00	30.97
			Gain	4.64		8.53		4.93		7.78		25.78	
SD 2nd year preschool w/o exp.	E	9	Pre	13.44	5.68	13.89	5.28	16.11	6.19	12.66	5.41	56.11	21.80
		9	Post	11.89	7.47	13.44	7.99	14.33	8.19	12.11	7.11	53.11	30.56
			Gain	-1.55		-.45		-1.78		-.55		-3.00	
	S	9	Pre	10.33	6.93	9.56	7.73	9.56	8.52	8.00	7.43	37.44	29.90
		8	Post	16.50	2.07	16.75	1.58	16.88	3.31	11.38	4.87	61.50	8.26
			Gain	6.17		7.19		7.32		3.38		24.06	
SD K with exp.	E	5	Pre	16.20	1.48	15.40	3.13	18.60	1.14	15.20	1.64	65.40	5.98
		6	Post	15.67	2.07	17.00	2.10	19.00	0.89	16.00	1.27	67.68	3.72
			Gain	-.53		1.60		.40		.80		2.28	
	S	4	Pre	11.25	4.27	11.25	5.12	15.25	3.10	11.00	5.94	48.75	15.50
		1	Post	12.00	0.00	14.00	0.00	18.00	0.00	11.00	0.00	55.00	0.00
			Gain	.75		2.75		2.75		00.00		6.25	

TABLE 6

PRE AND POSTTEST RESULTS ON THE
TEST OF ENGLISH GRAMMAR AND VOCABULARY
FOR PROJECT CHILDREN

	Dom. Lang.	N		Part I 20 possible M	Part I SD	Part II 20 possible M	Part II SD	Part III 20 possible M	Part III SD	Part IV 20 possible M	Part IV SD	Total 80 possible M	Total SD
SD K w/o exp.	E	32	Pre	16.03	4.56	15.53	4.79	16.44	4.60	13.59	4.63	61.59	17.59
		30	Post	17.80	1.54	17.10	1.94	18.93	0.79	16.43	2.11	70.30	3.74
			Gain	1.77		1.57		2.49		2.84		8.71	
	S	5	Pre	6.40	5.41	3.60	3.65	8.20	7.63	5.80	6.18	24.00	21.44
		3	Post	15.00	6.93	14.33	6.43	16.00	6.03	14.67	4.04	60.00	23.43
			Gain	8.60		10.73		7.80		8.87		36.00	
SD 1st grade with exp.	E	7	Pre	18.29	1.80	18.43	1.51	19.29	0.49	17.71	1.25	73.71	3.59
		5	Post	18.40	0.90	16.60	1.67	18.80	0.84	17.60	2.41	71.40	3.78
			Gain	.11		-1.83		-.49		-.11		-2.31	
SD 1st grade w/o exp.	E	15	Pre	17.00	1.56	17.87	2.56	17.80	1.52	15.80	3.69	68.47	7.96
		12	Post	17.92	1.17	15.92	1.56	18.08	0.79	16.75	1.42	68.67	3.29
			Gain	.92		-1.95		.28		.95		.20	
	S	6	Pre	14.17	7.63	14.33	7.89	15.83	7.91	12.33	9.61	56.67	31.84
		5	Post	16.80	2.86	16.20	3.27	17.60	2.30	16.00	4.18	66.60	11.85
			Gain	2.63		1.87		1.77		3.67		9.93	

TABLE 7

PRE AND POSTTEST RESULTS ON THE TEST OF ENGLISH GRAMMAR AND VOCABULARY FOR CONTROL GROUP CHILDREN

	Dom. Lang.	N		Part I 20 possible M	Part I SD	Part II 20 possible M	Part II SD	Part III 20 possible M	Part III SD	Part IV 20 possible M	Part IV SD	Total 80 possible M	Total SD
Control 3 year olds	E	7	Pre	13.57	5.77	11.86	5.70	10.00	3.74	5.86	4.98	41.29	18.15
		9	Post	13.89	3.52	14.22	4.30	14.11	5.90	13.11	4.83	54.33	15.51
			Gain	.32		2.36		4.11		7.25	-.15	13.04	
	S	7	Pre	11.57	5.50	10.57	5.56	11.14	6.82	6.43	4.86	39.71	21.31
		5	Post	13.20	3.56	13.00	3.54	12.60	2.61	9.00	3.74	47.80	8.64
			Gain	1.63		2.43		1.46		2.57		8.09	
Control 4 year olds	E	7	Pre	16.43	2.15	15.14	2.12	14.71	2.81	14.00	2.58	60.29	7.61
		23	Post	16.96	4.23	15.26	3.85	17.35	3.94	15.74	4.04	65.26	14.23
			Gain	.53		.12		2.64		1.74		4.97	
	S	8	Pre	15.38	3.93	15.75	2.32	14.75	1.98	11.86	4.02	57.75	6.78
		3	Post	17.00	1.73	15.63	1.53	18.00	0.0	17.00	2.08	66.00	3.61
			Gain										
Control K	E	7	Pre	17.41	1.40	16.29	1.38	17.57	.98	15.86	2.34	67.14	3.72
			Post	18.72	1.07	16.61	1.65	18.72	1.36	17.72	1.64	71.78	3.67
			Gain	1.29		.32		1.15		1.86		4.64	
	S	24	Pre	17.00	1.62	15.79	1.38	17.75	.74	15.04	2.16	65.58	3.82
		18	Post	17.00	0.0	15.00	0.0	18.00	0.0	17.00	0.0	67.00	0.0
			Gain										
Control 1st grade	E	8	Pre	17.13	2.64	15.88	2.10	18.25	.89	15.88	1.25	67.13	3.94
		6	Post	17.17	2.23	17.67	1.51	17.67	1.63	15.17	1.47	67.67	6.59
			Gain	.04		1.79		-.58		-.71		.54	
	S	19	Pre	18.32	1.64	15.53	1.71	17.58	.69	16.74	1.52	68.16	2.74
		3	Post	16.00	2.65	17.00	1.73	17.00	2.65	15.33	2.08	65.33	8.15
			Gain	-2.32		1.47		-.58		-1.41		-2.83	

The kindergarten Spanish Dame children who were dominant English and without prior experience gained 8.7 points, those with prior experience gained 2.3 points and the control group gained 4.6 points. The Spanish dominant Project kindergarten children without prior experience gained 38.0 points, those with prior experience gained 6.3 points and the control group gained 1.4 points.

The first grade Spanish Dame children who were dominant English and without prior experience in the Project gained .2 points, those with prior experience dropped 2.3 points and the control group gained .5 points. The dominant Spanish children in the Project for the first year gained 9.9 points and those with prior experience gained 6.3 points as compared with the control group who lossed 2.8 points.

Gains made by children in the Spanish Dame School Project exceeded those of the control group in most cases except for the English-speaking three-year olds.

1.2.6 Results from the Cultural Esteem Index

Table 8 indicates the results of the sampled children who were administered the Cultural Esteem Index in interview fashion in May. The child's dominant language was used by the bilingual tester. Fifteen bilingual Project and fifteen control group children were sampled on a stratified basis. Within each group, five children were preschoolers, five were from kindergarten and five were from first grade.

CPE pilot tested the CEI in late April with a group of five preschoolers from the Spanish Dame Project. Results showed that the original version of the test, which included pictures of pinatas, Lincoln and Juarez, and typical American dress, was too long.

The measure was revised and shortened to include only those objects mentioned on the description (Section 1.1).

A cursory glance at Table 8 reveals that the mean scores of the preschool and inschool bilingual children were slightly higher for knowledge, generalizations and stereotype avoidance but not in attitude than the corresponding scores of the comparison children. Scores were arrived at by awarding one point for each correct (or positive, in the case of the question on attitude) answer, and no points for each incorrect answer.

One will note that in the first two and last two columns of the table, the scores for both groups of children are strikingly similar. Questions on food and language presented no great difficulty for any of the children.

TABLE 8

RESULTS OF THE CULTURAL ESTEEM INDEX ADMINISTERED TO A SAMPLE OF FIVE PRESCHOOL, AND TEN INSCHOOL, (FIVE KINDERGARTEN AND FIRST GRADE) CHILDREN FROM BOTH THE EXPERIMENTAL AND CONTROL GROUP

			Number of Correct Responses							
		N	Taco	Hamburger	Charro	Flag(M)	Flag(US)	Spanish	English	Mean
Knowledge										
Preschool	E	5	5	5	2	3	5	5	5	4.3
	C	5	5	5	1	1	5	4	4	3.6
Inschool	E	10	10	10	9	9	10	10	10	4.9
	C	10	10	10	4	2	10	10	10	4.0
Attitude										
Preschool	E	5	5	5	4	3	4	5	4	4.3
	C	5	5	5	4	3	5	5	5	4.6
Inschool	E	10	10	10	10	8	9	10	10	4.8
	C	10	10	10	7	7	10	10	10	4.6
Generalizations										
Preschool	E	5	5	5	4	3	4	5	5	4.4
	C	5	5	5	2	2	4	5	5	4.0
Inschool	E	10	10	10	8	10	9	10	10	4.8
	C	10	9	10	5	6	10	10	10	4.3
Stereotype Avoidance										
Preschool	E	5	4	5	1	4	5	3	3	3.6
	C	5	4	4	2	4	5	4	3	3.7
Inschool	E	10	9	9	7	8	9	10	10	4.4
	C	10	10	9	3	7	9	9	9	4.0

Some interesting differences were noted in response to other parts of the test, however. Twelve of the fifteen experimental children recognized the Mexican flag, while only three of the fifteen control children could identify the Mexican flag. This would seem to be directly related to classroom instruction.

The question on the charro was purposely inserted because of its difficulty. In contrast to the other objects, the charro could be called a "legitimate" stereotype. That is, it is generally true that only Mexicans normally wear the charro suit. At the same time, the charro dress is not generalizable to the mass culture: it is not true that many Mexicans wear the charro attire. The child somehow has to understand that some elements in a culture can be attributable to a culture even though only a few people in the culture use them.

Ten of the control children did recognize that the charro was an element of Mexican culture (e.g. "a Mexican man," "a Mexican cowboy" etc.), but only two children said "charro." As far as generalizability and stereotype, the control children were quite confused about this question. Of the ten children who recognized the charro, eight said that most Mexicans wore those clothes; five said that only Mexicans wore those clothes.

On the other hand, eleven of the Project children recognized the object as a part of Mexican culture, and seven identified it as "charro." Of the eleven children, only three said that most Mexicans wore those clothes; some made comments that only singers and musicians dressed that way. At the same time, eight said that only Mexicans wore those clothes.

One should remember in assessing the results of this measure that the children operate in a variety of domains. Since the 1971 Ethnic/Racial Survey showed a Mexican-American population of 45 percent for the San Antonio area, it is fair to say that many of the children are influenced in and out of school by the Mexican culture. In that light, it is not surprising that the scores were almost identical for the control and experimental groups on the part of the tests which included tacos and Spanish language. Such everyday things as food and language can easily be picked up, even if they are not taught or even mentioned in the classroom.

From these few data, it can be concluded that the cultural aspect of the bilingual program does have its impact on the children. While it is true that many of the elements of the Mexican culture are picked up by many of the children merely by living in San Jose and by having Mexican-American friends, it is also true that some elements of a culture are more easily picked up in the classroom.

After careful consideration of those positive factors contributing to the eradication of stereotypic ideas between and within cultures, the evaluation team felt that one of the things which the Spanish Dame Bilingual/Bicultural Project and all other bilingual projects should continue to emphasize is that cultures and countries are made up of individuals each with his or her own uniqueness.

It is the opinion of the evaluation team that an awareness of the differences among people within the same culture will accentuate the individual and his particular characteristics. The Spanish Dame School Project has done much to create such awareness. A refinement of this test is planned for the coming year.

1.2.7 Results from the Children's Self-Concept Index

The administration of the modified Children's Self-Concept Index (CSCI) to the same 15 Project and 15 control children as the Cultural Esteem Index revealed no significant differences between Project and control children. Additionally, the scores for the three subgroups of preschoolers, kindergarteners, and first graders were virtually identical. Scores are arrived at by scoring one point for a "socially undesirable" response and two points for a "socially desirable" response. Thus, for the 29 items on the test, the lowest possible score is 29, and the highest, 58. The recorded mean score for the experimental children was 56.2. For the control children the mean was 56.4.

The scores are very high, but they closely parallel the scores obtained in an administration of the CSCI to 104 children by Adkins (1970). The mean for those children was 49.60 out of a possible 52.

1.2.8 Results from the Cooperative Primary Test

Results of the May testing on the Cooperative Primary Test were obtained from the Alum Rock District Office since the test is administered district-wide. Results in mathematics and reading for the Project and control first grade classes are shown in Table 9. Children in the Spanish Dame School Project scored the same as the control group in reading and were nine points or seven months higher in mathmatics.

TABLE 9

RESULTS OF THE COOPERATIVE PRIMARY TEST IN MATHEMATICS AND READING FOR THE PROJECT AND CONTROL FIRST GRADE CLASSES

	Mathematics		Reading	
	Mean	Grade Equiv.	Mean	Grade Equiv.
Spanish Dame Class	39	2.1	23	2.4
Control Class	30	1.4	23	2.4

1.3 Instructional Objectives

Seven instructional objectives are being evaluated this year. Each objective is listed below together with a summary of the evaluation findings.

Objective 1: By the completion of the 1971-72 school year, students in the bilingual program for more than one year will demonstrate significantly greater improvement (at .05 level) in Spanish language development than will appropriate comparison group members. Students in the bilingual program for the first year will demonstrate improvement in Spanish language development that exceeds that of appropriate comparison group members.

An analysis of variance described in Section 1.2.1 of this report revealed that the Spanish Dame School Project children, including those in the Project for the first year scored significantly greater gains (at the .001 level) than the control group. This was true for both dominant English and for dominant Spanish-speaking children. Chart 2 displays this difference dramatically. The goal of Objective 1 has been met and surpassed.

Objective 2: The Project-trained home tutors and K and first grade teachers will provide Spanish instruction and English instruction for the daily time ranges specified in the continuation grant proposal for each program group and will use the designated Project curriculum.

Classroom observations conducted by CPE revealed that this objective has been met. Spanish and English instruction time ranges, as specified in the continuation grant, have been implemented with the exception of one classroom in which Spanish instruction was proportionately smaller.

Objective 3: By the completion of the 1971-72 school year, students in the bilingual program will demonstrate improvement in English language development that exceeds that of appropriate comparison groups.

An analysis of variance described in Section 1.2.1 of this report revealed that the Spanish Dame School Project children, including those in the Project for the first year scored significantly greater gains (at the .001 level) than the control group. Chart 3 displays this difference dramatically. The goal of Objective 3 has been met and surpassed.

Objective 4: Children in the bilingual program will make at least as much as gain in school readiness activities as children in appropriate comparison groups.

An analysis of variance described in Section 1.2.1 of this report revealed that children in the Spanish Dame School Project made gains in school readiness, as measured by the Cooperative Preschool Inventory, that were equal to or exceeded those of the control group. Chart 1 shows that dominant English-speaking children in the Project made gains that were greater than their control group.

Objective 5: Children in the bilingual program will show a higher cultural understanding of Mexico and the U.S. than children in appropriate comparison groups.

The results of the Cultural Esteem Index developed by CPE and administered to a random sample of Project and control group preschool and inschool children revealed that the Spanish Dame School Project children scored higher in May in knowledge of cultural, generalizations, and stereotype avoidance than the control group. They did not score quite as high as the control group in the attitude dimension. Specific details of these findings are contained in Section 1.2.6.

Objective 6: Children in the bilingual program will show a general self-concept as high as comparison children and a self-concept related to school and learning that is higher than comparison group children.

The scores on the modified Children's Self-Concept Index administered to a random sample of Project and control group children at both the preschool and inschool level revealed no differences between the groups in self-concept. The overall mean score for the Project children was 56.2 while the mean for the control group was 56.4.

In light of these results, it would miss the point to talk of the achievement of this objective in strict terms. The objective explicitly states that the Project children will show " a general self-concept related to school and learning that is higher than that of the comparison group children." However, the comparison group scores were so high that even maximum scores by the Project children would not have been significantly higher than that of those of the control group children.

These are scores in which both control classroom teachers and Project staff can delight. To bemoan the equality of these particular scores would be inappropriate and would violate the spirit of the objective. The achievement of the objective should be seen in the light of the very high scores of the Project children on the self-concept measure.

Excessively high scores on the CSCI, together with the confusion of some items, suggest that another, more sensitive measure is needed. Perhaps a locally-developed test, specifically designed for the Spanish Dame Bilingual-Bicultural Project would yield more telling results. The informal classroom and home group observations of the evaluators, however, add support to the CSCI data indicating that most children observed demonstrated a high self-esteem.

Objective 7: First grade children who have been in the bilingual program the prior year will score as high as comparison group children in Reading and Math on the Cooperative Primary.

As shown in section 1.2.8, first grade children in the Spanish Dame School Project scored the same as the control group in reading of English and were nine points (seven months) higher in mathematics on the Cooperative Primary Test.

1.4 Instructional Observations

A series of instructional observations was made by the Center for Planning and Evaluation team. Two instructional observation instruments were used: 1) the Multiple Group Classroom Observation Scale, and 2) the CPE Bilingual Education Classroom Observation Report. Most classrooms displayed decorative bulletin boards reflecting instruction in Spanish, English, Mexican culture, and United States culture.

Classroom space was well utilized and physical conditions were adequate for a learning environment. Instructional materials utilized and activities observed were effective, interesting, and attractive. Positive verbal and non-verbal reinforcement given to the children by teachers and aides appeared to improve children's language concept comprehension skills.

Even though some monolingual teachers in the Spanish Dame School Project seemed qualified in the instructional aspect, it was observed that they were not fully aware of: 1) non-English speakers' level and rate of acquisition of Spanish language skills, and 2) whether or not aides' instructional techniques were effectively implemented in Spanish instruction.

The audio-lingual approach was effectively employed during oral Spanish/English language skills instruction. Both preschool and inschool classroom instruction were highly structured in relation to lesson plan objectives.

2. CURRICULUM DEVELOPMENT

Objective 8: By the end of the school year, the Project staff will have revised and have typed the second year preschool and kindergarten curricula.

English as a second language curricula for the first year preschool (three-year olds) and second year preschool (four-year olds), have been tested and revised over the last three years. The kindergarten cultural guide and second year preschool Spanish curricula were completed. Complete revisions of the first year Spanish curriculum were also completed this year. All curriculum materials have been revised and completed as scheduled.

Objective 9: The Project staff will screen and critique at least 20 materials having potential for use with Project children. Instructional materials found relevant will be purchased within the budget limitations.

This objective has been successfully met.

Instructional materials that were found to be relevant to Project children were reviewed, purchased, and are located in the Project Director's files.

This year, the Project piloted, at the first grade level, the Spanish curriculum materials developed by the Spanish Curricula Development Center (Miami Beach, Florida). The curriculum requires that a Spanish bilingual teacher take charge of instruction at the first grade level. Since the first grade teacher was an English monolingual, the responsiblity of curriculum instruction fell upon the teacher's aide.

Curriculum materials have been disseminated in numerous ways: 1) the first year preschool Spanish curriculum has been disseminated to ERIC; 2) sample copies of curriculum materials are available upon request; 3) Mrs. Toni Micotti, the Project Manager, presented research findings of the preschool component at the First National Home Start Conference, in St. Louis, Missouri, sponsored by the Office of Child Development on April 3-7, 1972; 4) on April 5, 1972, the research related to this Project was presented by Dr. Owens in Chicago to a national audience at the American Educational Research Association Convention; 5) lastly, on April 13-15, 1972, the community liaison, Rosalba Juarez, presented a talk on community/school relations at the National Conference on Bilingual Education held in Austin, Texas.

3. STAFF DEVELOPMENT

Objective 10: The Project Manager will insure that home tutors, classroom teachers, instructional aides and substitutes receive adequate preservice and inservice instruction to perform their jobs effectively.

A three week preservice training workshop was held in August for all staff. Topics covered in the workshop included: cultural behavior, teacher role, improving children's self-concept, goals and objectives of the Project, roles of Project staff members, purposes of testing, the Project's evaluation design, the use of audio-visual equipment, curriculum development, and resources available in the community (e.g., Family Planning, Social Services, health centers, etc.). Several consultants conducted training in the areas of art, Mexican folk music, dancing, story telling, and second language learning.

A nine and one-half day ESL workshop was conducted by Lily Fillmore, a bilingual consulting linguist for the preschool staff, with inschool instructional aides attending, also. Mario Solis, inschool coordinator, met with kindergarten teachers once a week to discuss curriculum development, Project progress, and problems encountered by teachers.

Some home tutors attended the Mexican-American Educators State Conference in Sacramento, California. The theme of this conference was "Nuevas Vistas" (A New Outlook). In the first grade, teachers and aides attended a three-day workshop in San Diego, California. The purpose of the workshop was to acquaint teachers with instructional techniques and approaches being piloted in first grade Spanish curriculum, developed by the Spanish Curricula Development Center in Miami, Florida. Mrs. Micotti, Project Manager, other staff members and

most of the home tutors attended the Northern California Bilingual/ Bicultural Education Conference in San Mateo, California, sponsored by the Bay Area Bilingual Education League and the State Department of California. Helen Arriola, the preschool coordinator, attended two California Early Childhood Association Conferences in the Bay Area and a Test Assessment Workshop in Berkeley, California. Lastly, central staff members attended a Language Fair sponsored by the California Association of Teachers of English to Speakers of Other Languages in San Francisco, California.

On May 25, 1972, the staff offered their assessment of the training they had received in an interview conducted by CPE. Many teachers had high praise for the training provided by the Project administration. In the preschool group, home tutors thought many problems were averted because the group was closely knit. This allowed for greater interaction which supplemented their formal training.

Teachers, tutors, and aides had several suggestions, some of which are listed below, for improving the program.

1. The staff generally agreed that more training on the teaching of culture is needed. All grades noted a lack in this area.

2. Evaluation results, along with a description of test instruments, should be given to second year home tutors at the beginning of the school year so they can orient themselves to the rate of progress of each child. Second year home tutors indicated that the first two weeks of school are wasted in trying to diagnose the child's educational abilities and limitations (their knowledge of colors, numbers, etc.).

3. New teachers, aides, and especially, substitutes should be fully oriented to the workings of the program before they come to the classroom.

4. Teachers (and especially home tutors) should be allowed to observe one another's classrooms in order to get new ideas and techniques.

5. Better communication needs to be established between the Project administration and the inschool staff. Some felt that inschool staff had not been kept in touch with as much as the preschool staff, especially regarding the scheduling of meetings and workshops.

The above are some of the suggestions put forth by the staff. They point to problems to which future efforts should be addressed. The preschool staff indicated that high staff morale exists among Project staff members.

Objective 11: The preschool and inschool coordinators will evaluate twice during the year the proficiency of the home tutors. The inschool coordinator will assist in the evaluation of classroom teachers.

Preschool and inschool coordinators are required to evaluate their staff three times a year. The preschool staff was evaluated three times, the inschool staff twice and the aides three times. Records have been kept for each home tutor and teacher aide evaluation and have been presented to the Project Manager for review.

4. COMMUNITY/PARENT INVOLVEMENT

4.1 Description

Objective 12: The Project Manager will implement an external communication system to inform parents, community and other interested parties of the Project's activities and to solicit their suggestions and criticism of the Project's operations.

Adequate information about Project activities has been presented to parents through: 1) occasional handouts, 2) school newsletters, 3) parent meetings, 4) the Alum Rock School District paper, and 5) conferences of the community/school liaison, Rosalba Juarez, with parents. A questionnaire was sent to the community regarding program objectives. The Project Manager has indicated that she would like to disseminate more information about the Project through monthly bulletins or newsletters; however, adequate monies are not available in the budget to pursue her intent.

The Parent Advisory Council was organized in October, 1971, and has met monthly since then. Parents and Project staff have discussed the role and function of the Project, progress of the Project, problems encountered, classroom activities, suggestions for improvements, and input for the continuation proposal for next year.

The results of the May parent questionnaire survey reported in Appendix B indicated that parents, in general, have been well informed about the Project and were highly supportive of it. Of the 66 preschool parents, 63 said they had been notified as to the date, time, and place of the parent advisory meetings even though only 22 attended them. Of the 54 parents of kindergarten and first grade Project children, 36 said "yes" and seven said "no" to the question about their having been notified of the parent advisory meetings although only seven attended them.

Of all the parents surveyed none of the preschool parents and only one of the inschool parents felt that the Project was not helping their children to speak and understand English.

In terms of their general support for bilingual/bicultural education, 53 of the preschool parents and 40 of the inschool parents felt that all students at San Antonio and Mayfair Elementary Schools should be involved in the bilingual/bicultural project. Likewise, 62 of the preschool parents and 45 of the inschool parents wanted to see the Project continue after federal funds have terminated.

Objective 13: The home tutors will meet weekly for at least 20 minutes with the mother of each child in the program to instruct and encourage them to tutor their own children.

This objective has been accomplished. Preschool parent/teacher conferences have been held weekly. In addition, inschool parent/teacher conferences have been held twice this year. Records of conferences are found in the students' cumulative folders. Parents have responded well and have been inquisitive about their children's scholastic progress and behavior in the classroom.

4.2 RECOMMENDATIONS MADE BY THE PARENT ADVISORY COUNCIL

Parents were primarily concerned with the employment of bilingual, rather than monolingual, teachers for the Spanish Dame School Project. Parents expressed their conception of bilingual education. They felt that the purposes of bilingual education programs were: 1) to provide for their non-English-speaking children's educational needs, 2) to develop their children's linguistic and cultural assets which they bring to school, 3) to understand their children's socio-cultural background, and 4) to maintain their children's self-esteem and cultural pride. The community felt that non-bilingual teachers, presently in the bilingual Project, are defeating the purpose of bilingual education. A letter was sent to the district superintendent and

other decision-making personnel by the Parent Advisory Council recommending that bilingual teachers be employed in the Spanish Dame Project beginning next year. Parents also spoke before the Alum Rock School Board about this request. The parents also recommended more instruction on Mexican culture and more class field trips for next year.

5. PROJECT MANAGEMENT

Objective 14: The Project Manager will fill Project staff positions prior to the beginning of the school year in accordance with the selection criteria specified in the proposal.

With the exception of one position, Project staff positions were filled in accordance with specified criteria prior to the beginning of the school year in collaboration with the Project Manager and school principal.

Objective 15: The Project Manager will meet weekly with the professional staff to discuss progress and make plans for solving problems. The evaluator will attend these meetings once a month.

Weekly inschool and preschool staff meetings have been held with the Project Manager and preschool coordinator presiding. Meetings were held periodically between Project Manager and non-Project school personnel to coordinate activities. The home tutor trainer was present at these meetings.

Much of what goes on at these meetings is procedural in nature. Some very important substantive issues are raised, however. As an example, home tutors have suggested at their meetings that they be

given greater opportunity to visit each other in the home "classrooms" to get ideas and make suggestions on improving their methods. This idea met with general approval and could very well become an important part of the staff's inservice training for next year.

Objective 16: The Project Manager will insure that the Project's activitiestime line, and budget are conducted in accordance with the Project continuation grant proposal. If major changes need to be made in the proposal, a brief written justification will be made and sent to USOE for approval.

Project activities have been executed in accordance with the Project's timetable, with the exception of pretesting which was delayed. Quarterly USOE progress reports have been completed and forwarded to Washington, as required. Yearly staff training plans were established and carried out appropriately. Purchase orders were issued within a reasonable time after materials were approved by the Project Manager. The budget was reviewed by the evaluator in March and funds were sufficient for all but two categories, in accordance with new priorities, as changes were accomplished by the Project Manager. The Project Manager and staff have been observed by the evaluators as demonstrating high staff morale and have functioned together as a team.

6. CONCLUSIONS

The Spanish Dame School Project has achieved an outstanding record this year in teaching English and Spanish to the preschool, kindergarten and first grade children who have participated. The Project has also demonstrated its ability to equal or even exceed the traditional school programs in school readiness, reading and mathematics. The parents of participating children have actively supported this Project.

7. RECOMMENDATIONS

Recommendations listed in this section are based upon the familiarity of the evaluation team with the Project's operations over the past two years and the findings presented in this report.

A. Based upon the established instructional effectiveness demonstrated by this year's evaluation of the Spanish Dame School Project, it is recommended that the Project be continued for next year and expanded to the second grade level.

B. New classroom teachers or aides should not be hired or assigned to the Spanish Dame Project prior to having been interviewed and approved by the Project Manager.

C. Teacher position openings in the Project should be announced widely and as soon as the openings are known so that existing Spanish bilingual teachers already within the district or new bilingual teachers could apply for the job.

D. Several alternatives need to be explored next year that will greatly reduce the cost of the preschool program so that it will have a higher probability of continuing after federal support ceases. As was recommended last year, one alternative needing to be explored is the use of some existing well-trained home tutors to train and supervise some volunteer parents or volunteer college students who might instruct other preschool children. Additional USOE funds would be needed to provide for such training.

E. Next year it is suggested that no testing occur on the preschool control groups since adequate baseline data have been gathered already this year. Since the preschool control group is not engaged in any organized instruction, there is no reason to suspect that a new control group would perform any differently next year than this year. The pre and posttest scores of Spanish Dame preschool children next year should instead be compared with the Project and control group from this year.

APPENDIX A

RESULTS OF SPANISH DAME SCHOOL PROJECT PARENT INTERVIEW

RESULTS OF SPANISH DAME PROJECT PARENT INTERVIEWS

The following items from the parent interviews are summarized by percentage for four groups: (1) Preschool Spanish Dame Bilingual Project children (PB); (2) Preschool Control Group children (PC) and (4) In-school Control Group, Grades K and 1 (IC); (3) In-school Bilingual Project children, grades K and 1 (IB); and (4) In-school Control Group, grades K and 1 (IC). The number of interviews represented in each group are: PB=86, PC=27, IB=83, and IC=51.

Question 1

Childs Sex

	Pre-School Bilingual	Pre-School Control	In-School Bilingual	In-School Control
Boy	57	41	51	57
Girl	43	59	49	43

Question 2

Place of Birth

	Pre-School Bilingual	Pre-School Control	In-School Bilingual	In-School Control
San Jose	61	59	42	59
Elsewhere in Santa Clara County	2	11	5	12
Other part of California	11	4	15	4
Other state	19	19	27	20
Mexico	8	7	12	
Other Country				4

Question 3 Time lived in San Jose	Pre-School Bilingual	Pre-School Control	In-School Bilingual	In-School Control
Less than year	11	7	5	8
One-two years	18	30	29	18
More than two years	69	63	66	74

Question 4 Child ever enrolled in other preschool program	Pre-School Bilingual	Pre-School Control	In-School Bilingual	In-School Control
Yes	28	33	47	38
No	72	67	51	60

Question 5 Most used language	Pre-School Bilingual	Pre-School Control	In-School Bilingual	In-School Control
Mainly Spanish	42	22	32	6
Both	23	33	27	22
Mainly English	35	44	42	71

Question 6

Does child watch Sesame Street?

	Pre-School Bilingual	Pre-School Control	In-School Bilingual	In-School Control
Yes, daily	27	23	29	12
Yes, several times a week	33	39	36	50
Yes, twice a month	6	23	11	12
Never, almost never	34	15	24	26

Question 7

Does child watch T.V. or listen to radio in Spanish?

	Pre-School Bilingual	Pre-School Control	In-School Bilingual	In-School Control
Yes, daily	20	11	10	6
Yes, several times a week	24	22	25	33
Yes, twice a month	12	26	6	20
Never, almost never	42	41	59	41

Question 8

Does child watch T.V. or listen to radio in English?

	Pre-School Bilingual	Pre-School Control	In-School Bilingual	In-School Control
Yes, daily	77	52	81	45
Yes, several times a week	14	30	16	31
Yes, twice a month	2	7	1	16
Never, almost never	7	11	2	8

Question 9

Language used in speaking to child (Mother)

	Pre-School Bilingual	Pre-School Control	In-School Bilingual	In-School Control
Spanish	49	30	40	10
Both	31	44	24	26
English	20	26	36	62

Question 10

Language used in speaking to child (Father)

	Pre-School Bilingual	Pre-School Control	In-School Bilingual	In-School Control
Spanish	57	33	38	16
Both	21	52	22	21
English	21	15	40	64

Question 11

Language used in speaking to child (others)

	Pre-School Bilingual	Pre-School Control	In-School Bilingual	In-School Control
Spanish	44	31	24	11
Both	32	42	25	30
English	24	27	50	59

Question 12

Dominant language in home

	Pre-School Bilingual	Pre-School Control	In-School Bilingual	In-School Control
Spanish	44	31	31	10
Both	17	31	24	25
English	38	39	45	65

Question 13

Language child uses in speaking to friends

	Pre-School Bilingual	Pre-School Control	In-School Bilingual	In-School Control
Spanish	38	30	10	0
Both	12	11	27	11
English	49	59	64	89

Question 14

Where was husband born

	Pre-School Bilingual	Pre-School Control	In-School Bilingual	In-School Control
San Jose	7	0	6	2
Elsewhere in Santa Clara County	4	7	0	11
Other part of California	10	4	15	16
Other state	26	59	36	52
Mexico	51	30	41	16
Other country	0	0	1	0

Question 15

Where was mother born

	Pre-School Bilingual	Pre-School Control	In-School Bilingual	In-School Control
San Jose	8	7	5	11
Elsewhere in S. Clara County	1	11	0	13
Other part of Calif.	8	0	13	9
Other State	36	30	50	50
Mexico	42	44	30	15
Other country	0	7	3	0

Question 16

Years of School Completed (Mother)

	Pre-School Bilingual	Pre-School Control	In-School Bilingual	In-School Control
1 or less	1	0	4	4
2		7	4	
3	13	4	7	2
4	6	7	11	2
5	8	4	7	4
6	10	4	4	4
7	2	7	4	8
8	13	15	5	6
9	8	11	7	10
10	5	0	9	10
11	8	7	9	10
12	19	30	25	31
13 or more	2	4	3	4

Question 17

Do you read to child?

	Pre-School Bilingual	Pre-School Control	In-School Bilingual	In-School Control
Yes, daily	14	7	13	22
Yes, once a week	38	70	46	53
Yes, twice a month	16	19	18	8
Never, almost never	31	4	24	16

Question 18

Do you tell stories to child?

	Pre-School Bilingual	Pre-School Control	In-School Bilingual	In-School Control
Yes, daily	11	11	6	31
Yes, once a week	33	78	33	39
Yes, twice a month	20	11	15	10
Never, almost never	35	0	46	20

Question 19

Do parents play games with child

	Pre-School Bilingual	Pre-School Control	In-School Bilingual	In-School Control
Yes, daily	28	11	18	29
Yes, once a week	36	78	41	45
Yes, twice a month	14	11	13	8
Never, almost never	22	0	29	18

Question 20

Importance for child to speak English

	Pre-School Bilingual	Pre-School Control	In-School Bilingual	In-School Control
Very important	91	100	98	94
Moderately important	5	0	2	4
Not important	5	0	0	2

Question 21

Importance for child to speak Spanish

	Pre-School Bilingual	Pre-School Control	In-School Bilingual	In-School Control
Very important	79	63	78	90
Moderately important	14	37	18	0
Not important	7	0	4	10

Question 22

Importance for child to read English

	Pre-School Bilingual	Pre-School Control	In-School Bilingual	In-School Control
Very important	92	82	98	78
Moderately important	4	19	2	16
Not important	5	0	0	6

Question 23

Importance for child to read Spanish

	Pre-School Bilingual	Pre-School Control	In-School Bilingual	In-School Control
Very important	80	82	69	74
Moderately important	13	19	27	20
Not important	7	0	5	6

Question 24

Importance for child to learn U.S. customs

	Pre-School Bilingual	Pre-School Control	In-School Bilingual	In-School Control
Very important	86	85	85	84
Moderately important	8	15	13	14
Not important	6	0	1	2

Question 25

Importance for child to learn Mexican customs

	Pre-School Bilingual	Pre-School Control	In-School Bilingual	In-School Control
Very important	65	85	65	82
Moderately important	21	15	21	14
Not important	14	0	15	4

Question 26

Importance for child to learn to work on own

	Pre-School Bilingual	Pre-School Control	In-School Bilingual	In-School Control
Very important	88	80	99	94
Moderately important	5	20	1	6
Not important	7	0	0	0

Question 27

Number of years of education parents would like child to have

	Pre-School Bilingual	Pre-School Control	In-School Bilingual	In-School Control
10	1	0	6	0
11	1	0	0	0
12	12	30	15	19
13	0	0	1	0
16	67	63	70	73
19	19	7	8	8

Question 28

Can You Teach Child Primary Skills

Pre-School Bilingual	Pre-school Control	In-School Bilingual	In-School Control
92	96	95	98
8	4	4	2

APPENDIX B

RESULTS OF THE SPANISH DAME SCHOOL PROJECT MAY 1972
PARENT QUESTIONNAIRE

SPANISH DAME SHOOOL PROJECT PARENT QUESTIONNAIRE RESPONSES
MAY, 1972

The data indicated below are based upon the responses of 66 parents of preschool children and 54 parents of inschool children who completed the questionnaire and indicated yes to question 1 (i.e., they had heard of the Project). There were three preschool parents and 15 inschool parents who indicated they had not heard of the Project. The revised data in this report were based upon only those parents having knowledge of the Project. Although each question was written in both English and Spanish, only the English statements are included in this tally of responses. The first row of responses for each question represents the responses of the preschool parents while the second row for each question represents the inschool parents' responses.

	Yes	No	Don't Know	No Response
1. I have heard about the Spanish Dame Bilingual/ Bicultural Project that my child enrolled in. (If you have not heard about the project, circle "no," skip the rest of the questionnaire, and return it to school with your child.)	66 54	0 0	0 0	0 0
2. I feel that my child's participation in the Spanish Dame Bilingual/Bicultural Project is helping him/her to speak and understand Spanish.	65 45	0 1	1 0	0 8
3. I feel that my child's participation in the Spanish Dame Bilingual/Bicultural Project is helping him/her to speak and understand English.	63 40	1 5	2 2	0 7
4. I feel that my child's participation in the Spanish Dame Bilingual/Bicultural Project is helping him/her learn United States culture.	44 35	3 4	18 8	1 7
5. I feel that my child's participation in the Spanish Dame Bilingual/Bicultural Project is helping him/her to learn about Mexican culture.	58 38	1 3	7 5	0 8
6. Teacher, home tutors, and aides in a bilingual/ bicultural program should be <u>bilingual</u>.	62 43	1 3	3 3	0 6
7. Teachers, home tutors, and aides in a bilingual/bicultural program should be <u>bicultural</u> (that is, teachers should be of both Mexican and United States cultures).	63 41	1 5	2 0	0 8
8. The <u>teachers</u> in the Spanish Dame Bilingual/Bicultural Project understand children of both Mexican and United States cultures in the classroom and provide adequate attention to their educational needs.	55 47	10 1	1 1	0 5
9. The <u>home tutors</u> in the Spanish Dame Bilingual/ Bicultural Project understand children of both Mexican and United States cultures in the classroom and provide adequate attention to their educational needs.	57 34	0 0	9 13	0 7
10. The <u>teacher aides</u> in the Spanish Dame Bilingual/ Bicultural Project understand children of both Mexican and United States cultures in the classroom and provide adequate attention to his/her educational needs.	51 40	0 1	15 5	0 8

	Yes	No	Don't Know	No Response
11. One of the goals of the bilingual project is to have the parents and community become involved in the planning and operation of the project.	57 34	0 0	9 12	0 8
12. I have been notified as to the date, time, and place that parent advisory meetings are held for the Spanish Dame Bilingual/Bicultural Project.	63 36	0 7	3 4	0 7
13. I have attended the Spanish Dame Bilingual/ Bicultural Parent Advisory meetings.	21 7	44 42	1 2	0 3
14. The discussions at the parent advisory meetings that I attended were interesting and worthwhile.	29 10	1 3	35 32	1 9
15. The parent advisory committee and project staff of the Spanish Dame Bilingual/Bicultural Project should be consulted about the selection of any new staff hired for next year.	43 30	3 0	19 17	1 7
16. I feel I should be consulted about the ways to celebrate certain holidays such as "Cinco de Mayo."	40 28	11 10	15 9	0 7
17. I feel that all students at the San Antonio and Mayfair Elementary Schools should be involved in the Bilingual/Bicultural Project.	53 40	2 0	11 7	0 7
18. I would like to see a bilingual/bicultural program extended from the preschool/first grade levels to the second through twelfth grade levels.	54 45	3 0	8 3	1 6
19. I am supportive of the Spanish Dame Bilingual/ Bicultural Project.	62 44	2 2	1 1	1 7
20. I would like to have the Spanish Dame Bilingual/ Bicultural Project continue its service to the community after the fifth year of project operations when federal funds have terminated.	62 45	3 0	1 3	0 6